

# Discussion of Recommendations by the Educator Excellence Task Force and Their Implications for Accreditation

October 2012

## Overview of this Report

This agenda item presents information about the recommendations of the Educator Excellence Task Force (EETF) and provides opportunity to discuss with the Committee on Accreditation those recommendations that have implications for accreditation. The full report is available from the California Department of Education's Educator Excellence Task Force web page: <http://www.cde.ca.gov/eo/in/ee.asp>. The Commission discussed this topic at its September 27, 2012 meeting and the agenda items related to that discussion are available at: <http://www.ctc.ca.gov/commission/agendas/2012-09/2012-09-agenda.html>

## Staff Recommendation

That the COA discuss the recommendations from the EETF and determine next steps for the issues identified that are related to the Commission's accreditation system for educator preparation.

## Background

In January 2012, Superintendent of Public Instruction Tom Torlakson announced the formation of the Educator Excellence Task Force. Superintendent Chris Steinhauser, Long Beach Unified School District, and Linda Darling-Hammond, Stanford University School of Education, served as co-chairs of the task force. The membership of the EETF is provided in Appendix A. The EETF began meeting in April 2012 and organized its work around five specific work groups:

- Initial Entry (Recruitment, Selection and Preparation)
- Induction to the Profession
- Professional Learning
- Educator Evaluation
- Leadership and Career Development

The Commission served as a co-sponsor of the EETF and provided staff support for two of the five work groups: Initial Entry and Induction into the Profession. The product of the EETF work, "**Greatness by Design**," was released on September 10, 2012 (<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>). Appendix B provides a summary overview listing of the EETF recommendations by work group topic and the initial analysis on how the recommendation intersects with the Commission's legislative mandates.

In particular, the topics of preliminary and second tier teacher preparation are clearly within the Commission's mandated responsibility (work groups on Initial Entry and Induction to the Profession). Chapter 3 (Educator Preparation) and Chapter 4 (Induction into the Profession) of the **Greatness by Design** report address these topics, but there may be additional EETF recommendations in other chapters that also touch on areas of Commission responsibility.

### ***Relationship of the EETF Work to the Work of the Teacher Preparation Advisory Panel***

The Commission's Teacher Preparation Advisory Panel (TAP) began meeting in February 2012. An update on the panel's work was presented at the June 2012 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2012-06/2012-06-6E.pdf>). As described in the June 2012 agenda item, the TAP panel was on a meeting hiatus from April until mid September 2012. During the hiatus, the members worked in small groups gathering information on a variety of topics. Work group topics included face to Face-to-Face/Blended/Online Teaching, Field Experience, K-12 Credential Classifications, Performance Assessments, Subjects for the 21<sup>st</sup> Century, and Teacher Leadership.

The TAP panel met in Sacramento on September 13-14, 2012 and the work groups presented information collected during the meeting hiatus that related to the content, structure and requirements for California teacher preparation and licensure.

One major objective of the September meeting was to discuss the EETF recommendations. The panel focused on identifying how and where the EETF recommendations intersected with, complemented, and/or provided additional direction or information for the work both completed to date by the TAP panel and remaining to be completed. The results of this discussion, along with further analysis of the EETF recommendations that may be within the Commission's mandate but not specifically within the TAP panel's work focus, will be provided by an agenda insert prior to the September 27-28, 2012 Commission meeting.

### **Implications for Accreditation**

Throughout the document, there are numerous references to accreditation or program approval. However, Chapter 3 on Educator Preparation contains specific language related to the accreditation process. Of particular note is the following recommendation:

#### ***Recommendation 3B:***

*Strengthen and streamline accreditation by incorporating the features of successful programs and the results of national accreditation, creating common data (e.g., graduates' and employers' surveys; performance assessment outcomes) and creating more strategic review processes.*

In June of 2012, the Commission approved a general work plan for 2012-13 accreditation activities given the limited resources available to the Commission for the current fiscal year. <http://www.ctc.ca.gov/commission/agendas/2012-06/2012-06-6B.pdf>. Many of the recommendations approved by the Commission are aligned with the general direction of the EETF recommendations. In the Agenda Insert that accompanied the Commission agenda item, staff presented the chart below that identified where current work intersected with some of the recommendations of the EETF.

## Summary of Current Commission Work and its Relationship to the EETF Recommendations

Commission Work in Progress	Relevant EETF Recommendation
<b><i>Teacher Preparation Advisory Panel</i></b> <ul style="list-style-type: none"> <li>Review and make recommendations on how individuals are prepared to be general education teachers—Preliminary and Induction levels</li> <li>TAP is discussing expectations for clinical experience, content areas and grade levels authorized, 21<sup>st</sup> Century Schools, Linked Learning</li> <li>Based on recommendations adopted by the Commission, revised program standards could be developed, beginning late 2012-13</li> </ul>	<b><i>Strengthen preparation of individuals to be teachers</i></b> Update licensure and program standards, clinical training, residency, clarify competency, Induction with regular mentoring and personalized learning
<b><i>Update Teaching Performance Expectations (TPEs)</i></b> to ensure continued alignment with Common Core State Standards <ul style="list-style-type: none"> <li>Revise TPEs (draft in December 2012)</li> <li>Review and revise CalTPA as needed to address the revised TPEs</li> <li>Monitor FAST and PACT to ensure modification, as needed, to address the revised TPEs</li> </ul>	<b><i>Common Core and Teacher Preparation</i></b> Clarify competency expectations of beginning teachers
<b><i>Increasing Consistency of Scoring of the Teaching Performance Assessment</i></b> <ul style="list-style-type: none"> <li>Initial discussion on this topic but no decisions have been made</li> </ul>	<b>Valid and reliable performance assessments</b>
<b><i>Administrative Services Standards Development (12-13)</i></b> <ul style="list-style-type: none"> <li>Review and revise standards that govern Preliminary Administrative Services Credential</li> <li>Develop standards for Administrative Services Induction Programs</li> <li>Develop California Administrator Performance Expectations (CAPEs)</li> </ul>	<b><i>Preparation of individuals to be administrators</i></b> Clarify competency expectations of beginning administrators, clinical experience for administrators, Induction for administrators
<b><i>Review Accreditation System</i></b> <ul style="list-style-type: none"> <li>Develop completer and employer surveys</li> <li>Increase consistency and comprehensiveness of data submitted in Biennial Reports</li> <li>Develop more streamlined, targeted site visit model</li> <li>Develop a fee recovery system for activities that exceed the regularly scheduled</li> </ul>	<b><i>Strengthen and streamline accreditation</i></b> Incorporate valid and reliable performance assessments into accreditation
<b><i>New Single Subject Content Area in World Language: English Language Development</i></b> <ul style="list-style-type: none"> <li>Adopted Subject Matter Requirements and Program Standards</li> <li>Developing the SS WL:ELD CSET exam</li> <li>Adopt an authorization statement for the SS WL:ELD credential</li> <li>Adopt Preconditions for WL SS:ELD Subject Matter Programs</li> </ul>	<b><i>Strengthen preparation of individuals to teach English Learners</i></b>
<b><i>English Language Development Specialist Credential</i></b> <ul style="list-style-type: none"> <li>Develop and adopt program standards for an advanced authorization for those with in-depth preparation to teach English language development and provide English language development professional development to other educators</li> </ul>	

In addition, the Commission staff prepared a chart (Appendix C) that contains an analysis of the Commission's role regarding the EETF recommendations and whether there is current work being undertaken related to that recommendation.

### **Next Steps**

The COA will discuss the recommendations related to accreditation contained in the report, the current activities underway related to these recommendations, and possible additional steps that could be taken to implement, where appropriate, the recommendations.

## Appendix A

Educator Excellence Task Force (EETF)		
Co-Chairs of EETF		
<b>Linda Darling-Hammond</b> Charles Ducommun Professor of Education, Stanford University		<b>Chris Steinhauser</b> Superintendent, Long Beach Unified School District
Members		
Member	Role	Representing
Matthew Alexander	Principal	June Jordan School For Equity, San Francisco Unified School District
Mark Archon	Director	Madera County Office of Education
Donna Artukovic	Parent	PTA Member
Debbie Ashmore	Principal	Musick Elementary School Newark Unified School District
Rafael Balderas	Principal	Los Angeles Unified School District
Constance Blackburn	Commissioner & Teacher	Commission on Teacher Credentialing Escondido Union School District
Susan Bonilla	Assemblymember	California State Assembly
Maureen Burness	Retired Administrator	Special Education Cordova Unified School District
James Carreon	Assistive Technology Coordinator	California School for the Blind
Rebecca Cheung	Academic Coordinator	University of California Berkeley
Carole Cobb	Curriculum Designer	Program Developer and Teacher Compton Unified School District
Paula Cordeiro	Dean of the School of Leadership and Education	University of San Diego
Larry Ferlazzo	Teacher	Burbank High School Sacramento City Unified School District
Roberta Furger	Associate Director	PICO
Ken Futernick	Director	WestEd
Cindy Gappa	Induction Regional Director	Tehama County Office of Education
Jeff Gilbert	Lead Principal	Marrakech House at Hillsdale High School
Victoria Graf	Professor	Director of Special Education Program Loyola Marymount University
Cynthia Grutzik*	Associate Dean	School of Education CSU Dominguez Hills
Carol Hansen	Assistant Superintendent	ABC Unified School District
Martha Infante	Teacher	LA Academy Middle School Los Angeles Unified School District
Holly Jacobson	Director	Center for the Future of Teaching and Learning at WestEd
Daly Jordan-Koch	Teacher	Vallejo City School District

Educator Excellence Task Force (EETF)		
Co-Chairs of EETF		
Linda Darling-Hammond Charles Ducommun Professor of Education, Stanford University		Chris Steinhauser Superintendent, Long Beach Unified School District
Members		
Member	Role	Representing
Tara Kini*	Staff Attorney	Public Advocates
Kelly Kovacic	Teacher	Preuss School at University of California San Diego
Debbra Lindo	Superintendent	Emery School District
Alan Lowenthal	Senator	California State Senate
Meera Mani	Director	Packard Foundation
Kim Mecum	Assistant Superintendent	Fresno Unified School District
Ellen Moir	Executive Director	New Teacher Center
Doreen Osumi	Assistant Supt. Ed Services	Yuba City Unified School District
David Rattray	Senior Vice President of Education & Workforce Development	Los Angeles Chamber of Commerce
Gary Ravani*	President, EC/K-12 Council	California Federation of Teachers
Sue Rich	Assistant Superintendent	Stanislaus County Office of Education
Francisco Rodriguez	President	Mira Costa College
Maria Santos	Deputy Superintendent	Oakland Unified School District
Ilene Strauss	Member	State Board of Education
Page Tompkins*	Executive Director	Reach Institute
Merrill Vargo	Executive Director	Pivot Learning Partners
Roxanna Villasenor	Vice Principal	Valley High School
Dean Vogel	President	California Teachers Association
Sue Westbrook	Retired Teacher	Ocean View School District
Angelo Williams	Assistant Executive Director Policy and Programs	California School Boards Association
Beverly Young*	Vice Chancellor	California State University

\*Member of the Commission's Teacher Preparation Advisory (TAP) Panel

## Appendix B

EETF Recommendations		Analysis of Commission Mandate
Chapter 2: RECRUITING AND DISTRIBUTING EXCELLENT EDUCATOR TO ALL COMMUNITIES		
2A	Recruit a culturally diverse, high-quality teaching and school leadership workforce to meet California's needs.	Recruitment of prospective educators is not within the Commission’s current mandates other than to monitor misassignments.  It is possible that addressing items 2A2 and 2A3 could fall partially within CTC’s jurisdiction.  In monitoring misassignments, the Commission brings the misassignments to the district’s attention and provides technical support to correct the misassignments. This activity could assist with 2B4.  The misassignment report might provide information related to 2B4.  The review of the Declaration of Need (DON), PIP and STSP processes could address parts of 2B5.
	1. Offer subsidies and expand programs for recruitment and training of a diverse pool of high-ability educators for high-need fields and high-need locations.	
	2. Create new pathways into teaching that align the resources of community colleges and state universities with supports for candidates willing to commit to working in high-need schools.	
	3. Offer incentives and high-quality accessible pathways for already licensed teachers to become cross-trained in shortage areas like special education, English language development/bilingual education, mathematics or physical science.	
2B	Distribute Well-Prepared Teachers and Administrators Equitably to All Students	
	1.Enact a more equitable Weighted Student Funding Formula,	
	2 & 3 Require that districts distribute resources equitably to high-poverty schools	
	4. Report progress toward educator equity targets at the state and local levels.	
	5. Strengthen enforcement by CDE and CTC of existing federal and state laws requiring the equitable distribution of fully-prepared and experienced teachers.	
	6. Create incentives for expert, experienced teachers and leaders to serve in high-need schools	
Chapter 3: EDUCATOR PREPARATION		
3A	Update licensure and program accreditation standards for teachers and administrators to support the teaching of more demanding content to more diverse learners.	Within the Commission’s current mandates
	1. Infuse preparation for Common Core state standards (CCSS) in both teacher and administrator preparation standards.	Within the Commission’s current mandates
	2. Strengthen the California Professional Standards for Educational Leaders	Within the Commission’s current mandates
3B	Strengthen and streamline accreditation by incorporating the features of successful programs and the results of national accreditation, creating common data (e.g., graduates’ and employers’ surveys; performance assessment outcomes) and creating more strategic review processes.	Within the Commission’s current mandates

EETF Recommendations		Analysis of Commission Mandate
3C	Incorporate valid and reliable performance assessments into licensure and accreditation for both teachers and school leaders. Use results on these assessments to improve candidate preparation, build tailored induction experiences and leverage program improvement.	Within the Commission's current mandates
3D	Set clearer and stronger clinical training expectations and expand models of training that prepare candidates well for practice. Support residency models and school-university professional development school (PDS) partnerships for teachers, especially in high-need communities, and residency components of preparation programs for administrators. Ensure that both new teachers and principals receive high-quality mentoring that builds on the strong clinical training they will have already received.	Within the Commission's current mandates
3E	Strengthen preparation for educators in key, high-need fields: early childhood educators, teachers and administrators who serve new English learners and standard English learners, and teachers and administrators who serve students with disabilities in both general education and specialist contexts.	Within the Commission's current mandates
	1. All educators (general educators, special educators and bilingual educators) should share a common base of preparation in general education by completing a common set of courses based on a common set of standards prior to specializing	Within the Commission's current mandates
	2. The common set of standards should prepare all educators to work collaboratively as part of an instructional team, to co-teach with other educators and to be able to effectively implement instructional approaches, such as differentiated instruction, Universal Design for Learning, positive behavior support, progress monitoring and Response to Intervention.	Within the Commission's current mandates
	3. The Clinical/Field experience should be modified for all general educators so that they have sufficient relevant clinical experience throughout their program to be able to effectively teach students with disabilities and culturally and linguistically diverse students.	Within the Commission's current mandates
	4. Preparation of Education Specialists should be advanced preparation based on the common foundation in general education for all initial candidates.	Within the Commission's current mandates
	5. Preparation for current Education Specialists who do not now have a multiple or single subject credential should be provided so that they are qualified to teach typically developing students.	Outside the Commission's current mandates



EETF Recommendations		Analysis of Commission Mandate
	6. To strengthen preparation, the state should support existing dual certification programs in general and special education where all graduates earn both credentials, and support the development of “integrated” preparation models in which all educators are first prepared together in rich programs of general teacher preparation, and those who wish to become Education Specialists continue on for in-depth advanced training.	Within Commission’s mandates Currently programs exist that do this and could serve as models Modification of program standards could require
	7. Support for these higher demands should be provided through stipends, service scholarships and forgivable loans to underwrite the costs of training for candidates.	This is beyond the Commission’s Mandates
3F	Remove barriers to successful teacher education program models and expand those that work.	
	1. Remove barriers to undergraduate teacher education and expand and streamline successful “blended” program models at the undergraduate level.	Allowed by the Commission’s standards
	2. Lift the cap on credits allowed for initial preparation to support blended undergraduate models and successful post-baccalaureate models.	Legislative change would be needed
Chapter 4: INDUCTION OF TEACHERS AND LEADERS		
4A	Define the standards for quality induction programs for both teachers and administrators and embed them in state accountability systems for funding and accreditation.	Within the Commission’s current mandates_
	1. Regular mentoring within the educator’s context by a carefully selected and trained mentor to accelerate the development of beginning teachers and leaders.	Within the Commission’s current mandates Implement through adopted Program Standards
	2. Personalized learning plans and opportunities that are integrated with the school and district goals. --An Individualized Learning Plan (ILP) --A Process of Self-Assessment for Continuous Improvement --High Quality Professional Development --Job-Embedded Supports for Learning:	Within the Commission’s current mandates Implement through adopted Program Standards
	3. School and district induction plans that orchestrate the support components needed for early career success.	Within the Commission’s current mandates Implement through adopted Program Standards
4B	Clarify the competencies beginning teachers and administrators – and their mentors – should be expected to acquire and ensure they are represented in appropriate assessments.	Within the Commission’s current mandates Implement through adopted Program Standards
4C	Provide a strong statewide infrastructure to allow all districts to offer such programs.	The Commission’s standards require the institution sponsoring an Induction program to provide evidence of sufficient infrastructure. The
	1. State Level Infrastructure:	
	2. Regional Infrastructure:	

EETF Recommendations		Analysis of Commission Mandate
4D	3. Local Infrastructure --Identify a qualified, dedicated, full-time leader of induction programs --Establish program expectations for mentoring --Ensure quality of service	Commission's mandates do not address regional or state infrastructure or provide resources.
	4. Fiscal and human resources, including dedicated time for participants and mentors:	
4D	Align the teacher early career system so that it allows a seamless transition from preparation to career decisions and ongoing development. Support an induction program for administrators that aligns with their early career needs.	Within the Commission's current mandates for preliminary to induction. Ongoing development would need legislation
Chapter 5: OPPORTUNITIES FOR PROFESSIONAL LEARNING		
5A	Establish professional learning expectations for educators linked to the certification renewal process and orchestrated through Individual Learning Plans	Legislation would be necessary  Would be within the Commission Mandates if required for credential renewal
	1. Base credential renewal on accrued professional learning hours that reflect high-quality options,	
	2. Support Individual Professional Learning Plans for each educator	
5B	Establish a strong infrastructure for ongoing high-quality professional learning that ensures educators will be able to develop the skills they need to support student success.	Outside the Commission's current mandates
	1. Adopt standards and quality criteria for professional learning to guide systems at the state, regional, district and local school levels.	Currently outside the Commission's mandate, but a collaboration with CDE might be one way to address these recommendations
	2. Create a California master plan for professional learning that guides those developed by each county, district and school.	
	3. Develop, leverage and incentivize a range of rigorous, standards-based, professional growth opportunities	Outside the Commission's current mandates
	4. Leverage technology for professional learning	Outside the Commission's current mandates
5C	Create review processes to support statewide learning about high-quality professional development.	Outside the Commission's current mandates
	1. Create a framework for state, county and local boards to evaluate and update their policies around professional learning opportunities.	Outside the Commission's current mandates
	2. Support a voluntary review process that examines the quality of professional learning systems, identifies promising practices and provides support for improvement.	Outside the Commission's current mandates
	3. Create a portal/clearinghouse through CDE and CTC to share information about the availability and quality of professional development.	Currently outside the Commission's mandate, but a collaboration with CDE might be one way to

EETF Recommendations		Analysis of Commission Mandate
		address these recommendation
5D	<p>Provide consistent, high-leverage resources for professional learning.</p> <p>1. Dedicate a consistent share of the education budget to professional learning investments.</p> <p>2. Monitor implementation in times of flexibility</p> <p>3. Provide incentives for schools to establish flexible structures within the teaching day and year that provide time for teachers to participate in collegial planning and job-embedded professional learning opportunities.</p>	Outside the Commission's current mandates
Chapter 6: EDUCATOR EVALUATION		
Teachers	<p>A. Standards-based evaluations of practice for both initial entry and later personnel decisions should be based upon the California Standards for the Teaching Profession.</p> <p>B. Evaluations should include multi-faceted evidence of teacher practice, student learning and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context.</p> <p>C. A teacher evaluation system must include both formative and summative assessments to ensure that it helps improve teaching and learning.</p> <p>D. Evaluations should be accompanied by useful feedback and connected to professional learning opportunities that are relevant to teachers' goals and needs, including both formal professional development and peer collaboration, observation and coaching.</p> <p>E. Evaluations should be used to identify needs</p> <p>F. Evaluators should be knowledgeable</p> <p>G. Local educational agencies should develop educator evaluation systems</p> <p>H. Accomplished teachers should be part of a Peer Assistance and Review (PAR) process for teachers needing assistance.</p> <p>I. The evaluation system should value and promote teacher collaboration, both in the standards and criteria that are used to assess teachers' work and in the way results are used to shape professional learning opportunities.</p>	<p>Evaluation of educators for employment purposes is outside the Commission's mandates.</p> <p>California is a local control state and the majority of these recommendations would be the responsibility of the individual school districts, boards of education and local bargaining units.</p>
2 +	J. Administrator evaluation for both initial entry and later personnel decisions should be	

EETF Recommendations		Analysis of Commission Mandate
	based on professional administrator standards and should be sophisticated enough to assess leadership quality across the continuum of development from novice to expert administrator.	
	K. Evaluations should include multi-faceted evidence of leadership practice, student learning and professional contributions that are considered in an integrated fashion in relation to one another and to the leadership context.	
	L. Evaluation should be accompanied by useful feedback and connected to professional learning opportunities.	
	M. Lead Educational Agencies (LEAs) should develop Peer Assistance and Review (PAR) programs for administrators. Accomplished administrators should be part of the assistance and review process for new administrators and for administrators needing extra assistance.	
Chapter 7: LEADERSHIP AND CAREER DEVELOPMENT		
7A	Create a Career Development Framework supported by research, technical assistance and training opportunities to support new leadership roles for teachers.	Outside the Commission’s mandates
	1. CDE should provide districts with general research, case studies and technical assistance on the utilization of teacher leaders	Outside the Commission’s mandates
	2. California should reinstate fee subsidies and compensation incentives for teachers who earn National Board Certification (NBC),	Outside the Commission’s mandates
	3. The California Commission on Teacher Credentialing should develop a new authorization or Recognition of Study for a “Professional Learning Facilitator” (PLF).	May be within the Commission’s current mandates Legislative action would support
7B	Develop licensing structures that conceptualize a career continuum and include optional advanced certificates for both teachers and administrators to encourage and recognize accomplishment and to support the development of new leadership roles.	May be within the Commission’s current mandates Legislative action would support
7C	Promote labor-management collaboration to enable innovation in educator roles, responsibilities and compensation systems.	Labor-management relations are outside the Commission’s mandates  7C3 has implications for administrator preparation
	1. Convene a task force consisting of superintendents, union leaders and school board leaders to collaboratively plan for a statewide conference on labor-management collaboration to share innovative practices and to promote cross-district dialogue.	
	2. Develop a comprehensive agenda for improving labor-management collaboration in school districts across the state.	

EETF Recommendations		Analysis of Commission Mandate
	3. In developing expertise for teacher leaders and administrators, include a focus on understanding strategies for labor-management collaboration and opportunities to learn new collaborative skills.	standards
7D	Focus state agencies on becoming leaders of a learning system.	Within the Commission's current mandate
	1. Document and disseminate information on effective models of preparation, induction, professional learning, evaluation and career development to share with institutions of higher education, schools and districts through online vehicles, conferences and public/professional outreach.	The Commission could work with the California Department of Education and the State Board of Education in this area
	2. Support networks of schools and districts to engage in shared learning and knowledge production.	
	3. Use what is learned about effective practices to inform state policy as it influences legislation, regulatory guidance and plans for scale up and expansion of practice.	

## Appendix C

### Analysis of Commission Role regarding the EETF Recommendations September 2012

- This table provides the EETF recommendation in the first column.
- The second column provides information regarding the avenue(s) through which the recommendation might be addressed, if the Commission were to decide that the EETF recommendation is one that should be implemented. The route toward implementation might be a legislative change, regulatory change, revised program standards, sharing information with the field, or collaboration between the Commission and the CDE, SBE, and possibly other organizations. A blank cell indicates that implementing this recommendation is not within the Commission's mandates.
- The two right hand columns indicate if work related to this recommendation is currently in progress. Specifically, if the TAP panel is focusing in the area of the EETF recommendation, TAP will appear in this column.

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
Chapter 2: Recruiting and Distributing Excellent Educators to all Communities			
2A. Recruit a culturally diverse, high-quality teaching and school leadership workforce to meet California's needs			
1: Offer subsidies and expand programs for recruitment and training of a diverse pool of high-ability educators for high-need fields and high-need locations	Legislation could address this recommendation		
2: Create new pathways into teaching that align the resources of community colleges and state universities with supports for candidates willing to commit to working in high-need schools	Commission would be a logical partner for this work		
3: Offer incentives and high-quality accessible pathways for already licensed teachers to become cross-trained in shortage areas like special education, English language development/bilingual education, mathematics or physical science	Commission has approved programs in these fields Existing funding for intern programs could be used for this purpose		

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
2B. Distribute well-prepared teachers & leaders equitably to all students	Assignment monitoring provides information related to this. Commission could evaluate monitoring and enforcement strategies	Yes	
<b>Chapter 3: Educator Preparation</b>			
3A. Update licensure and program accreditation standards for teachers and administrators to support the teaching of more demanding content to more diverse learners. (Incorporate CCSS and revise CPSEL)	Revise program standards to address the recommendation Commission adopts revised program standards Programs implement the revised standards	Yes	Yes
1. Infuse preparation for Common Core state standards (CCSS) in both teacher and administrator preparation standards	Revised program standards	Yes	Yes
2. Strengthen the California Professional Standards for Educational Leaders	Review and revise as part of Admin Standard Writing work	NA	Yes
3B. Strengthen and streamline accreditation by incorporating the features of successful programs and the results of national accreditation, creating common data (e.g., graduates' and employers' surveys; performance assessment outcomes) and creating more strategic review processes	Develop common data elements for Biennial Reports. Develop completer and employer surveys. Revise the Accreditation Framework as needed. If necessary amend Education Code §§44370-44374	Yes	
3C. Incorporate valid and reliable performance assessments into licensure and accreditation for both teachers and school leaders. Use results on these assessments to improve candidate preparation, build tailored induction experiences and leverage program improvement	<i>Teachers</i> —discussion of increasing consistency of scoring of performance assessment <i>Administrators</i> - Discussion of requiring an assessment for administrators. Amend Education Code §44270 Accreditation Framework to require in accreditation	Yes	Under discussion

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
3D. Set clearer and stronger clinical training expectations and expand models of training that prepare candidates well for practice. Support residency models and school-university professional development school (PDS) partnerships for teachers, especially in high-need communities, and residency components of preparation programs for administrators. Ensure that both new teachers and principals receive high-quality mentoring that builds on the strong clinical training they will have already received	<p><i>Teachers:</i> TAP Recommendations Standards writing panel Commission adopt revised program standards</p> <p><i>Administrators:</i> Standard writing panel in 2012-13</p>	TAP	Yes
<p>3E. Strengthen preparation for educators in key, high-need fields: early childhood educators, teachers and administrators who serve new English learners and standard English learners, and teachers and administrators who serve students with disabilities in both general education and specialist contexts</p> <ol style="list-style-type: none"> <li>1. All educators shared common base of preparation</li> <li>2. part of a team approach and effectively implement instructional approaches</li> <li>3. Sufficient clinical experience throughout program</li> <li>4. Education Specialists should be advanced preparation</li> <li>5. Provide additional training and authorization for current Education Specialists to be qualified to teach general education</li> <li>6. Support dual certification in general and special education</li> <li>7. Provide stipends, service scholarships and forgivable loans</li> </ol>	<p>1-4. Review and revise both general education and Special Education program standards. Commission adopts revised standards. Programs implement revised standards.</p> <p>5. Could provide a bridging program to allow Ed Sp teachers to earn Gen Ed authorization</p> <p>6. The Commission standards could require this</p> <p>7. Beyond Commission authority</p>	Yes	NA
3F.1 Remove barriers to undergraduate teacher education and expand and streamline successful “blended” program models at the undergraduate level	The Commission could provide education and sharing of best practices	Yes	NA
3F. 2. Lift the cap on credits allowed for initial preparation to support blended undergraduate models and successful post-baccalaureate models.	Amend Education Code §44259(a)	TAP	NA



EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
Chapter 4: Induction of Teachers and Leaders			
4A. Define standards for induction for teachers/ administrators 1.Regular mentoring 2. Personalized learning plans 3. Allocation of resources	<i>Teachers:</i> Review and revise Program Standards  <i>Administrators:</i> 2012-13 work to develop Induction Standards	Yes	Yes
4B. Clarify the competencies beginning teachers/administrators and their mentors should have, and embed these in appropriate assessments	<i>Teachers:</i> Review and revise TPEs. Make alignment of TPEs and CSTP more evident. <i>Administrators:</i> Develop CAPEs Clarify support provider/coach qualifications in program standards	Yes	Yes
4C. Provide a strong statewide infrastructure to allow all districts to offer such programs (funding, infrastructure, (state, regional, local)			
4D. Align the teacher early career system to allow a seamless transition from prep to career decisions and ongoing development. Induction for administrators	Revise program standards for preliminary and second tier programs. Provide technical assistance to support recommendation	TAP	
Chapter 5: Opportunities for Professional Learning			
5A. Establish professional learning expectations for educators linked to the certification renewal process and orchestrated through ILP 1. Base credential renewal on accrued professional learning hours 2. Support Individual Professional Learning Plans for each educator	Amend Education Code to require professional learning to renew the credential. If amended, the Commission should be included in the process to develop the new professional learning expectations	TAP	

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
5B. Establish a strong infrastructure for ongoing high-quality professional learning that ensures educators will be able to develop the skills they need to support student success <ol style="list-style-type: none"> <li>1. Standards and quality criteria for professional learning to guide systems at the state, regional, district and local school levels.</li> <li>2. Develop a CA master plan for professional learning that guides those developed by each county, district and school</li> <li>3. Develop and leverage incentives for professional growth opportunities</li> <li>4. Leverage technology for professional learning</li> </ol>	The Commission could partner with CDE to address some of these recommendations		
5C. Create review processes to support statewide learning about high-quality professional development <ol style="list-style-type: none"> <li>1. Framework</li> <li>2. Voluntary review process</li> <li>3. CDE and CTC clearinghouse to share info on availability and quality of professional development</li> </ol>	The Commission could partner with CDE to address some of these recommendations		
5D. Provide consistent, high-leverage resources for professional learning <ol style="list-style-type: none"> <li>1. Dedicate share of ed. budget</li> <li>2. Monitor commitment</li> <li>3. Provide incentives for schools to establish flexible structures within the teaching day and year for teacher to plan and grow</li> </ol>			
<b>Chapter 6: Educator Evaluation (A-F for teachers; G-J for administrators)</b>			
6A. Standards-based evaluations of practice for initial entry and later personnel decisions should be based on the CSTP	CSTP-based rubrics have been developed, the Commission could offer guidance		
6B. Evaluations should include multifaceted evidence of teacher practice, student learning, professional contributions			

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
6C. Teacher evaluation system should include formative and summative assessments			
6D. Evaluations should be accompanied by useful feedback, and connected to professional learning opportunities 1. Evaluations should identify needs 2. Evaluators should be knowledgeable 3. LEA should develop educator evaluation systems			
6E. Accomplished teachers should be part of the PAR system for teachers needing assistance			
6F. The collaboration system should value and promote teacher collaboration			
6G. Standards-based evaluation for initial entry and later personnel decisions			
6H. Evaluation includes multi-faceted evidence			
6I. Evaluation includes useful feedback and professional learning			
6J. LEAs should develop PAR for administrators			
<b>Chapter 7: Leadership and Career Development</b>			
7A. Create a career development framework...to support new leadership roles for teachers; 1. CDE support districts regarding teacher leaders 2. Reinstate NBC subsidies and compensation 3. CTC develop a <i>Recognition of Study</i> for Professional Learning Facilitator	3. The Commission could develop a <i>Recognition of Study</i>	TAP	

EETF Recommendations Teachers and Leaders	How Recommendation Could be Implemented	Work in Progress	
		Teacher	Admin
7B. Develop licensing structures that conceptualize a career continuum and include optional advanced certificates	Commission could develop optional added authorizations. Legislative change might be needed	Yes	
7C. Promote labor-management collaboration to enable innovation <ul style="list-style-type: none"> <li>1. Labor-management statewide conference</li> <li>2. Develop an agenda for improving labor-management collaboration</li> <li>3. In developing teacher-leaders and administrators, include strategies for labor-management collaboration and opportunities to learn new collaborative skills</li> </ul>			
7D. Focus state agencies on becoming leaders of a learning system <ul style="list-style-type: none"> <li>1. Document and disseminate info on effective models</li> <li>2. Support school and district networks</li> <li>3. Use what is learned about effective practices to inform state policy</li> </ul>	The Commission could partner with CDE to address some of these recommendations		